

# EARLY CHILDHOOD STUDIES (NON-CERTIFICATION)

**Phone:** (845) 257-2860

**Location:** OM 115

**Web address:** [www.newpaltz.edu/schoolofed/early-childhood-childhood-education/](http://www.newpaltz.edu/schoolofed/early-childhood-childhood-education/)

The Early Childhood Studies non-certification program blends theoretical and pedagogical content with practical experience, providing students with multiple opportunities to apply foundational knowledge within a variety of educational contexts where young children (infant through age 8) play and learn outside the public school classroom.

Classes explore early childhood pedagogy and practice, curriculum development and design, research and policy to prepare students to work in such alternative learning environments as daycare settings, after-school and tutoring programs, and programs for young children, parents and caregivers in museums, hospitals and community organizations. Multiple fieldwork experiences and an 80-hour internship provide opportunities for students to apply course content in settings that align with students' interests and career goals.

As with all School of Education programs, Early Childhood Studies offers:

- high-quality instruction from dedicated, passionate faculty;
- courses that reflect current research in such areas as play, early childhood development, social and emotional learning, curriculum development, and language and literacy development;
- clinically rich preparation that emphasizes a balanced and interdisciplinary approach to teaching and learning;
- a commitment to preparing caring, critical, and reflective professionals.

Successful completion of the Early Childhood Studies program leads to a Bachelor of Science (BS) degree without recommendation for the issuance of a New York State teacher certificate.

## Notice to Persons Who Have Prior Felony Convictions

State University of New York (SUNY) policy prohibits SUNY New Paltz admission applications from inquiring into an applicant's prior criminal history. Students who have previously been convicted of a felony are advised that their prior criminal history may impede their ability to complete the requirements of certain academic programs and/or to meet the licensure requirements for certain professions, including the program in Early Childhood Studies.

Individuals with prior criminal histories are advised to seek advice and guidance from the chair of the academic department regarding the impact of a criminal record on meeting the requirements of the major/professional licensure or certification prior to declaring the major.

## Admission Requirements

Please consult the Department of Early Childhood & Childhood Education for guidance regarding admission to the Early Childhood Studies program.

E-mail: [ecce@newpaltz.edu](mailto:ecce@newpaltz.edu)

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## Early Childhood Studies (BS, non-certification) Program Learning Outcomes

Candidates who successfully complete all required components of the Early Childhood Studies (non-certification) program will know and be able to demonstrate:

- **Critical Thinking and Intellectual Development:** Identify, analyze, and evaluate different methods of planning, assessing, and teaching in order to develop well-reasoned arguments that support pedagogical decisions. Also demonstrate an appropriate level of proficiency in written and oral communication, critical thinking and analytical mathematical and scientific reasoning.
- **Content Knowledge:** Demonstrate an awareness and understanding of early childhood education in its multiple forms and settings, including the teaching profession, articulate a developing philosophy of education that incorporates an understanding of relevant theories and models of education and mastery of knowledge and skills in a chosen content area of academic concentration.
- **Planning:** Plan lessons and activities in early childhood education that are standards-based, clear and organized, rely upon a variety of developmentally appropriate instructional strategies and appropriate technologies, differentiate instruction in ways that provide opportunities to promote appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.
- **Assessment and B-2 Learning:** Select, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning, consider assessment data when making instructional decisions, and identify effective or problematic teaching and educational moments as they are occurring in order to facilitate student growth in specified content, cognitive skills, and/or social-emotional skills.
- **Fieldwork:** Successfully complete three fieldwork placements, a minimum of 80 hours and aligned with appropriate courses, in preparation for a fieldwork internship in an appropriate early childhood setting for a minimum of 8 weeks (the program's capstone practicum experience).
- **Pedagogical Practice:** Demonstrate the ability to maximize student learning by incorporating content and pedagogical content knowledge, appropriate and effective technology, and a variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful for students.
- **Information Literacy:** Use technology and basic research techniques in order to locate, evaluate, and synthesize best-practices concepts in content knowledge, planning, assessment, and pedagogical practice.
- **Professional Skills and Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, participate effectively in institutional change, and develop respectful relationships with students, families, communities and colleagues.
- **Culturally Responsive Practice and Social Justice:** Understand and apply practices that promote respect, inclusion and equity in teaching, learning, and student development based on social identity markers including, but not limited to, race, gender, class, sexual

